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ABSTRACT

Presented is the summary report of a 5-year research program conducted in California to investigate substantive problems and questions relevant to the education of exceptional children, with emphasis on research questions having direct implications for the development and operation of public school special education programs. Priority recommendations stemming from over 60 separate projects covering a broad range of special education topics and target groups are reported, including the following (listed after subject headings): training (implementation of immediate changes in pre- and inservice requirements), comprehensiveness of services (systematic effort to identify exceptional pupils now unserved), responsibilities for services (delineation of responsibilities), data collection systems (implementation of comprehensive record keeping systems), and coordinated research (expansion of state support for research). The bulk of the document consists of abstracts on the projects completed during the first four phases. A list of the phase V projects is included. Also appended is a list of over 100 selected publications, presentations, theses, dissertations, and grants derived from participation in the project. (IM)

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FIVE YEARS OF RESEARCH IN SPECIAL EDUCATION:

A SUMMARY REPORT

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Technical Report SERP 1975 - A19

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Foreword

This report was prepared under Contract No. SA 5893 between the California State Department of Education and the University of California, Los Angeles, and provides a summary of activities carried out through the UCLA-CSULA Special Education Research Program over the five year period, 1970-1975. Results of the studies and the interpretations and recommendations contained in the projects and in this report are the sole responsibility of the investigators. Official endorsement of the California State Department of Education and the University of California, Los Angeles, is not implied. Members of the Research Program wish to thank the many teachers, administrators, and pupils in California public schools who made the program of research possible.

Barbara K. Keogh, Ph.D.
Director, Special Education
Research Program

October, 1975

I. PRIORITY RECOMMENDATIONS

Projects completed over the five years of the UCLA-CSULA Special Education Research Program have yielded a number of specific suggestions for improvement of services to pupils with special educational needs. Despite the diversity and the specificity of recommendations accompanying each research study, a number of recommendations stand out by appearing in almost all projects. Such recommendations deserve particular attention and response, as they cut across categories of exceptionality, geography, age, grade level, and program specifics. They become especially important given the impetus of the California Master Plan for Special Education. Since these recommendations stand alone, seeming to be so basic and so pervasive to improvement of services, we have designated them Priority Recommendations.

TRAINING

It is recommended that immediate changes in pre- and inservice training requirements be implemented to ensure that educators at all levels of school services have accurate and comprehensive understanding of exceptional children and their educational needs.

Preservice training for both regular and special education teachers must include coursework in the study of exceptional children as prerequisite to certification and credentialling. Specialized school professionals (school psychologists, administrators, resource specialists) must have advanced, indepth coursework and experience with exceptional pupils as part of their preparation for consultant-specialist roles. Educators already in the system must be updated with accurate and current information about exceptional pupils and appropriate educational programs for them. Such efforts require legislative action, funding, and cooperation of State, county, and local education authorities as well as of training colleges and universities. We urge that the State Department of Education assume a major role in developing necessary liaisons with other agencies and resources in order to develop effective, mandated pre- and inservice training programs.

COMPREHENSIVENESS OF SERVICES

It is recommended that educational agencies at State, county, and local levels undertake systematic and comprehensive efforts to identify exceptional pupils now unserved in order to ensure appropriate services for them.

There are unfortunately large numbers of pupils in both rural and urban areas who are not now provided appropriate and comprehensive educational services. The problem is in part one of recognition of responsibility for service, and in part inadequacy of provisions for delivery of services. Particular plans for educational services will vary according to area and pupils, but recognition of the extent and kind of educational need is imperative.

RESPONSIBILITIES FOR SERVICES

It is recommended that responsibilities for delivery of services to pupils needing specialized educational programs be delineated so that functions of State, county, and local education authorities, as well as other community resources, are clear; and, that working responsibilities and liaisons both within and among agencies are specified.

Despite legislated program mandates, there are often gaps in program requisites and program support, as well as inconsistencies in implementation. Approved guidelines are sometimes incomplete or ambiguous, with the result that comprehensive, continuous services are sometimes not available. Responsibilities within agencies (State, county, local) require periodic review in order to ensure that efforts are coordinated, not overlapping or nonexistant.

DATA COLLECTION SYSTEMS

It is recommended that State, county, and local educational authorities implement comprehensive systems of record keeping and data collection which will allow review of programs and which will provide information and evidence on which to base educational decisions.

Useable data systems are basic to educational decisions on individual and program matters, whether at the local or State levels. Data collection systems cannot be imposed but must be developed to meet requirements at the unit or organizational level. We recommend specifically that the Evaluation and Research Section of the State Department of Education make vigorous efforts to assist local and county education agencies in this effort.

COORDINATED RESEARCH

It is recommended that the State expand its support to research in special education, such research to be conducted within the general priorities established by the State Commission on Special Education.

Whereas evaluation efforts have received considerable attention and funding, research on basic questions in the field has received only minimal support. In order to plan for future programs, it is imperative to have on-going substantive data. Evaluation may tell us where we have been, but research is needed to provide us with information in order to make decisions as to where we should go. We recommend strongly that the State support a wide ranging and long term program of research in special education.

II. A PROGRAM OF RESEARCH IN SPECIAL EDUCATION

Background

The UCLA-CSULA Special Education Research Program was established for a five year period by action of the California State Legislature in 1970. Senate Bill 1099 provided that a small proportion of total State funds expended for special education programs be allocated for research. The two University of California campuses having joint doctoral programs with the state universities were designated as research centers. Thus, the Los Angeles and Berkeley campuses of the University of California, and the Los Angeles and San Francisco campuses of the State University system have worked together to implement this legislation. The UCLA-CSULA Research Program operated under the administrative direction of a UCLA faculty member in Special Education, with offices in Moore Hall on the UCLA campus. Space was provided by the University of California. The Program Office coordinated the many and diverse research projects conducted in the field and on the UCLA and CSULA campuses. Major responsibilities of the Research Program staff were to identify and plan needed research projects, expedite and synthesize ongoing research activities, disseminate findings, and serve as liason between university researchers and personnel in State and local education agencies.

Goals

Research carried out during the five years was guided by the overall goal of the UCLA-CSULA Program: to investigate substantive problems and questions relevant to exceptional children, with emphasis upon research questions having direct implications for development and operation of public

school special education programs. The primary question of concern was: How can schools provide optimal, efficient, and effective programs for exceptional children? Major research questions included: What are the educationally relevant characteristics of differing populations of exceptional children? What instructional techniques and materials are most effective with particular kinds of exceptional children? What are effective models for delivery of special education services? How can we train teachers and other school personnel to recognize and work successfully with children with different educational abilities and experiences? Review of the state of the art in the field showed clearly that substantive data to answer these questions were unavailable. Indeed, many educational programs appear to operate on faith or intuition rather than on evidence. The program of coordinated research was developed to provide needed evidence on which to build more effective educational programs.

Numbers and Types of Projects

Specific research projects were designed and carried out by UCLA-CSULA faculty and advanced graduate students, following priorities developed by the State Special Education Commission, the State Department of Education, and public school district personnel. Over the five years, 20 faculty members from UCLA and CSULA have been directly involved in research projects under this program and over 40 graduate students from the two institutions have served as project leaders and research assistants. On site field research has been conducted in 98 public school districts, and at least 400 other districts have participated in research studies by providing data through mail questionnaires, mail and telephone interviews, and the like. Research

projects have involved districts throughout the State, large and small, urban and rural; participating districts serve a diversity of pupil populations and operate a variety of special programs.

Over 60 separate projects have been completed during the five year period. Target groups studied have included pupils in special education classifications for educable and severely mentally retarded, educationally handicapped, emotionally disturbed, multihandicapped, visually impaired, deaf and hearing impaired, and aphasic, as well as school professionals, e.g., special and regular classroom teachers, principals, and school psychologists who serve exceptional children. Research subjects ranged from infants and preschoolers to high school and post high school pupils and their parents. Major single investigations and sets of continuing studies were directed at such topics as early identification of educationally high risk and high potential children, assessment and educational planning for multihandicapped and sensory impaired children, delivery of services to exceptional pupils in rural areas, evaluation and remedial planning for EH and EMR pupils, inservice training for teachers, administrators, school psychologists, and other school professional personnel. A number of projects were focused on current and urgent educational topics, viz. "Mainstreaming," the California Master Plan for Special Education. In short, the range of topics and target groups reflects the diversity of special education programs and the pupils they serve. The research program has, thus, been representative of the field. Abstracts of studies according to the year completed may be found in Appendix A of this report.

Dissemination

Dissemination of information was accomplished in three ways: copies of reports were sent regularly to appropriate individuals and institutions and to all districts participating in the various projects; requests for reports were answered as received; four Research Conferences were held to describe and discuss results. In specific, copies of reports were sent regularly to appropriate State and Federal officials, to local school district personnel who participated in research projects, and to a wide range of professionals throughout the country. In addition to over 5500 reports sent out following completion of projects, separate requests for over 3000 copies of reports were received and answered. These unsolicited requests came from professionals in local school districts (teachers, school psychologists, speech and language specialists, school counselors, and the like), university professors and students, state and local mental health agencies, private centers and schools, and professional organizations. Requests were received from throughout the United States and from Canada, Great Britain, Holland, Austria, Germany, Israel, and several South American countries. Three Research Conferences were held on the UCLA campus, one at CSULA; these Conferences were attended by over 1000 persons. In addition to direct dissemination, research results have been utilized by researchers as bases for publications, presentations, theses, and dissertations, and to secure research grants from Federal and State agencies. A list of publications, presentations, and research grants may be found in Appendix B.

III. A PROPOSED MODEL FOR RESEARCH

The number of projects completed, the working interaction between researchers and school professionals, and the substantive findings and recommendations, provide strong support for the effectiveness of a coordinated program of research. There are few if any single studies which answer important questions sufficiently or efficiently, but a continuing, coordinated, and concentrated research effort yields a body of information which may answer important questions and provide direction for change. Knowledge that consistent funding for research is available allows researchers to take on major long term studies rather than limiting their efforts to separate one year projects. A program of research is also cost effective. In the UCLA-CSULA Research Program, early studies generated subsequent investigations. Data were shared, and research personnel helped one another examine results, design and conduct new and ongoing studies, and determine the practical applications of findings. Early efforts provided the basis for more definitive and insightful projects. As the program progressed, researchers working in the field began to appreciate the complexity of programs and the necessity of designing research to investigate that complexity; educators in the field became more sensitive to research needs inherent in their ongoing programs and to the difficulties in conducting field research.

A major benefit of the five year involvement has been increased communication, mutual understanding, and respect between public school and university personnel. District personnel have gained information and ideas of direct relevance for delivery of services to pupils; administrators in

the State Department of Education have received timely and independent input to consider in policy formulation; and, the universities have gained broadened and relevant training opportunities for students and faculty, as well as benefitting from first-hand involvement in problems and questions at the program level. This working interaction of public school, State Department of Education, and university personnel may well serve as a model for research in education.

On the basis of our experience over the past five years, we propose six step model of research in special education. These steps allow delineation of responsibilities for the various components of a comprehensive program of research, and maximize talents, experience, and expertise of participants. Although the model was developed within the context of special education in California, it is obviously applicable in other settings.

Step 1: Establishment of Priority Research Areas

Major problem areas for priority concerns are established at the State level by State Department of Education staff, the State Commission on Special Education, and other appropriate State personnel, taking into account input from public school and college and university faculty, parents, and other special interest groups.

Step 2: Design of Specific Research Projects

Research studies are planned and designed by university researchers within the priority areas as defined in Step 1. Review of project plans with appropriate State officials ensures that projects are consistent with State priorities, but leaves decisions of design and operation to individual researchers.

Step 3: Conduct of Projects

Operational activities necessary to complete projects are carried out by university research staff, working within the fiscal and time constraints agreed upon in Step 2.

Step 4: Reporting and Review of Completed Projects

Detailed reports of each project, including design, methods, results, and recommendations are prepared by researchers for the State Department of Education and the Commission on Special Education. Reports provide information as well as opportunity for review and evaluation by Department staff or independent evaluators.

Step 5: Dissemination of Findings

Dissemination is the joint responsibility of the university researchers and the State Department of Education. Investigators are obliged to communicate through professional papers and presentations. At the same time, the State Department of Education, through its many and ongoing relationships with school districts, must be a primary disseminator of information.

Step 6: Implementation of Results

The State Department of Education, working with appropriate school district personnel, must actively develop programmatic strategies for bringing about changes. State Department staff are also responsible for working cooperatively with legislative and executive branches of state government to ensure that where needed, legislative changes come about.

The proposed research model is not original, but may be unique, as a formalized, cooperative, and long term research effort between State Department of Education and University researchers is rare. The model takes into account particular skills of professionals in different but complementary settings. It is not likely that the majority of State Department of Education officials have training, experience, time, or facilities to carry on technical research. It is even less likely that university researchers have training and expertise in administrative and legislative aspects of government and program organization. Both are needed. The proposed model combines particular strengths of each. The research model requires continuing and close working interactions, as well as commitments of continuity of funding. Over the five years of the UCLA-CSULA research arrangements with the State Departmentof Education, we have learned many lessons about research in special education. Not all of our efforts have been successful, but overall we have collected extensive information which may be used as the basis for policy and program changes. In a sense we have tested steps 1 through 5 of the proposed model. The effort must not stop there.

Appendix A

Abstracts of Projects Completed During Phases I-IV

Along with a Listing of Phase V Projects

Phase I 1970-1971

RESEARCH INTEREST OF SPECIAL EDUCATION ADMINISTRATORS

David C. Loe Laurence Becker

Research interests of public school special education administrators were sampled to establish priorities for research topics. During spring and summer 1971, representatives of 26 school districts in Southern California were interviewed. Interviews consisted of open-ended discussions; administrators were encouraged to identify and discuss areas of concern or interest related to special education programs. Results indicate that administrators viewed development of evaluative techniques as most crucial (62%), while selection of teachers (46%), early identification (42%), elimination of labels (38%), and planning for individual differences (31%) were also frequently mentioned.

AN EXPERIMENTAL PRESCHOOL PROJECT: PUPIL AND FAMILY CHARACTERISTICS

Erma Bley John R. Kershner

A field study, utilizing participant observer techniques, was designed to assess the relationship between characteristics in the home environment, parents' level of education and SES, and children's performance on Slosson Intelligence Test, Peabody Picture Vocabulary Test, Slosson Oral Reading Test, D-K Scale of Lateral Dominance, and Kershner's Spatial Ability Task. Subjects were 9 Chicano, 9 Anglo and 2 Oriental families and their 21 preschool and 22 school children, drawn from one elementary school district. Rather than educability, a Facilitating Index, developed around 4 variables (physical space, diversity of stimulation; self-directed movement, and parental responsiveness), differentiated between Chicano and Anglo families. Results suggest qualitative differences between Chicano and Anglo children in information processing strategies, Chicano children attending to spatial relationships in contrast to Anglo children who tended to be more verbally articulate.

AN INITIAL ATTEMPT TO TEST THE RELATIONSHIP BETWEEN MAN'S SENSITIVE PERIOD FOR LANGUAGE ACQUISITION AND HIS ABILITY TO LEARN ESSENTIAL READING SKILLS

Webster Ragan Callaway

Twenty-seven children participated in an experimental preschool reading program. Fourteen children, ranging in age from two years to five years, worked on formal reading lessons at least three times per week for one or more months. Reading lessons were programmed components of the Borg-Warner System 80, a diagnostic and prescriptive audio-visual unit for individualized instruction. All children attained successful independent machine operation. Pre- and post-test scores (Alphabet Recognition Test) resulted in a mean overall gain of 48.5%, range of improvement from 31% (five-year-olds) to 63% (two-year-olds). Results indicate progress in acquisition of initial reading skills, tending to bear out the central hypothesis of a biologically based facilitation of reading independent of mental age.

CHARACTERISTICS OF PROGRAMS AND PUPILS DESIGNATED AS MULTIHANDICAPPED

Annette Tessier Glenda Gay

Assembly Bill 1886 (1970) created a new category, Multihandicapped (MH), deaf-blind, and other multihandicapped. With 400 classes anticipated by 1975, need to develop and implement quality services to MH children was recognized. This study was a descriptive survey of current status of MH classes in Southern California school districts with particular reference to program, pupil, and teacher characteristics. Data were derived from questionnaires completed by 23 school district administrators and 36 teachers of MH children during on-site visits to 12 district programs in Southern California. Results rendered a wide range of practices and procedures in programs for MH children. Needs for development of pupil identification criteria, program goals, assessment procedures, special educational techniques, teacher training, and parent education programs were expressed by both administrators and teachers. The following recommendations were made: 1) obtain more extensive information on characteristics of MH children throughout California, 2) obtain information from school districts relative to philosophy, organization, and administration of all special education classes including program goals for MH classes, 3) further develop and refine criteria for MH class placement, 4) define roles and competencies of school personnel employed to serve the MH child, and 5) expand MH program to provide for children under three years of age.

CLASSROOM BEHAVIORS EVENTUATING IN REFERRALS FOR SPECIAL EDUCATION

Steven R. Forness

Although previous investigations of children's classroom behavior have been approached through teacher ratings and other indirect means of obtaining data, the present study focused on direct systematic observation of children in their public school elementary classrooms. Subjects were ten seven-year-old boys who had been referred to a child psychiatric clinic as school problems. They were observed over a period of six days during their reading and math groups. Their behavior and teacher or peer responses were coded according to predetermined categories and compared with those of male peers in the groups. Significant differences were found for appropriate behaviors in reading, but differences only approached significance in math. Results were discussed in terms of differences in group size and teacher response, and implications for public school referral practices.

EDUCATIONALLY HANDICAPPED CHILDREN'S PERCEPTION OF TASK INTERRUPTION

Barbara K. Keogh Cathleen Wichmann Cahill

Thirty nine-year-old and thirty twelve-year-old boys enrolled in public school classes for the Educationally Handicapped (EH) were presented with six block design tasks, three of which were interrupted before completion. Pre-instructions defined interruption as success, failure, or as a neutral event. Upon completion of the series subjects were asked to choose a task to repeat and then asked why they had not completed all tasks. Repetition choice did not vary with instructional conditions. For nine-year-old subjects placement of blame for interruption varied with instructions. Comparisons of EH children with normal and educable mentally retarded samples revealed that older EH children were like retardates in perception of interruption: i.e., they were overwhelmingly self-blaming. Expectancy for failure and a self-blaming interpretation of interruption appear to increase with prolonged school failure.

DIFFERENTIAL PROGRESS RATES WITHIN AN EDUCATIONALLY HANDICAPPED POPULATION

Janet Switzer

This study examined the question of differential progress rates of delineated subgroups with an Educationally Handicapped (EH) sample. Using the caseload of a private center for Educational Therapy, a nonprofit facility, a preliminary analysis of test findings pertinent to children's academic progress rates was carried out. The basic sample consisted of 347 children, 270 boys, 77 girls, mean CA 9-11. For the sample as a whole, mean reading progress was 1.4 years per year; with spelling and arithmetic progress at 1.1 years per year. Higher IQ, as well as older children, made faster progress than did lower IQ or younger children. However, children with IQ below 80 made 1.1 year progress per year, suggesting the necessity with this group for very early intervention to prevent, if possible, the child's falling behind. Relationship of type of disability (e.g., visual perceptual, auditory perceptual, emotionally disturbed) to progress rate was undifferentiated. Questions as to the optimal point of intervention and the commonly accepted goal of "catching the child up" was discussed.

Phase II 1971-1972

CLASSROOM OBSERVATION OF POTENTIAL SPECIAL EDUCATION CHILDREN

Steven R. Forness

Direct observation of children in classrooms is a technique which has had increasing usefulness since it allows systematic study of children's learning and behavior problems in the settings in which they occur. The purpose of the present study was to determine if children with learning or behavior problems were different from their peers in the same classroom in terms of observable behavior. Subjects for the study were 24 boys in grades one to three who were referred to a psychiatric clinic for evaluation of school learning and/or behavior problems. All were of normal intelligence and enrolled in the regular grades but were viewed as potential special education referrals. They were observed unobtrusively in the classroom over a period of six consecutive days during their reading and math groups. Results indicated that target children engaged in significantly less task oriented behavior (attending and interact-positive categories) than their peers, but there were no significant differences in disruptive behavior. Use of this technique as a screening device and for early identification of problem children was discussed.

PROGRAMS FOR EDUCATIONALLY HANDICAPPED AND EDUCABLE MENTALLY RETARDED PUPILS: REVIEW AND RECOMMENDATIONS

Barbara K. Keogh
Laurence D. Becker
Maurine B. Kukic
Stevan J. Kukic

This study is a review and analysis of characteristics of pupils and programs included under the headings Educationally Handicapped (EH) and Educable Mentally Retarded (EMR). Concerns have been expressed about appropriateness and effectiveness of diagnostic techniques for placement, ongoing evaluation of children and programs, program effectiveness, teacher credentialing and preparation, and roles of special schools and special programs. This study was carried out to provide systematic data which might be used to answer these questions. A statewide sample of California public school districts was drawn to meet sample parameters of size, school district organization, community SES, and ethnic composition. Within each district, individual interviews were conducted with the administrative officer responsible for EH/EMR programs and with classroom teachers in EH and EMR programs. Pupil characteristics were assessed through district records. This sampling design resulted in inclusion of 24 school districts, 655 EMR and 711 EH pupils, 111 teachers of EMR and 176 teachers of EH, and 29 school administrators. The sample is considered to reflect the variety and scope of the school programs for EH and EMR pupils in California. Findings were organized to consider major questions having to do with program administration, classroom instruction, identification and placement procedures, followup, program strengths, and program problems. EMR and EH data were analyzed separately and in relation to each other. Data provide the basis for determination of the degree of congruence between program parameters and pupil needs. Recommendations for program changes at the local and statewide levels have been formulated.

TEACHERS' PERCEPTIONS OF EDUCATIONALLY HIGH-RISK CHILDREN

Barbara K. Keogh
Cheryl Anne Tchir

Teachers are key people in referral of educationally high-risk children. However, particular characteristics which cause teachers to single out potential problem children are unclear. This study was designed to investigate kindergarten and first grade teachers' perceptions of what constitute high-risk behaviors of children in their classrooms. Thirty-two kindergarten and first grade teachers were interviewed to elicit their descriptions of potential Educationally Handicapped (EH) and Educable Mentally Retarded (EMR) children. The most frequently stated characteristics from the interviews were tabulated into a checklist and presented to 85 other kindergarten and first grade teachers. Thirty-seven teachers responded to the checklist. Major findings were: (1) There is considerable agreement among teachers in identifying high-risk characteristics. (2) Kindergarten and first grade teachers are sensitive to common high-risk characteristics. (3) Teachers perceive surprisingly clear-cut differences between potential EH and EMR pupils.

FIELD INDEPENDENCE-DEPENDENCE, REFLECTION-IMPULSIVITY, AND PROBLEM-SOLVING STYLES OF PRESCHOOL CHILDREN

Barbara K. Keogh
Melinda F. Welles
Andrea L. Weiss

This study was designed to investigate problem solving styles of preschool children in terms of mode of field approach, perceptual organization, and inner-outer directedness, dimensions hypothesized to relate to school achievement in primary grades. Subjects were 23 boys and 23 girls (CA range 50-63 months) from a Southern California preschool located in a predominantly Anglo, middle-class community. Field independence-dependence was assessed with a portable Rod and Frame Test, a modified Embedded Figures Test, and a Draw-A-Person Test; reflection-impulsivity was measured with a modified Matching Familiar Figures Test. Problem solving styles were determined with an Imitation Test, a Puzzle Game, and a Cancellation Task. In general, boys were field independent and girls field dependent. Analyses of problem solving tasks revealed that girls, as compared to boys, relied more on situational and social cues in performing the tasks. Girls verbalized more than boys and their verbalizations were of a social nature; they also glanced away from tasks more. Findings suggest that significant sex-related differences in problem solving strategies are identifiable in preschool children. It is important that such individual differences be taken into account in educational planning and programming.

CORRELATES OF EARLY READING SUCCESS IN PRESCHOOL CHILDREN

Paul A. Klinger
W. Ragan Callaway

Thirty-six children, ages two and a half through five, were taught selected beginning reading skills using materials programmed sequentially. Instruction was individualized and continued for eight weeks. Children were then compared on the basis of their learning rates and post-program transfer. Correlations were computed between subject characteristics and program performance. Among successful learners, the amount of knowledge of program material prior to instruction was the single most significant correlate. Chronological age and intelligence were not significantly correlated with success.

AUDIOLOGICAL ASSESSMENT OF MH RUBELLA CHILDREN

Shirley M. Oakes

Preliminary testing of young, multihandicapped, rubella children has indicated that standard audiometric techniques have not been productive. A search of the literature provided little information as to methodology for assessment of these children. The purpose of this study was to develop a method to assess the peripheral hearing loss of the multihandicapped, rubella child. Both informal pretesting procedures and formal testing methodology were developed. Testing procedures included the use of teachers and parents in addition to extensive classroom observation of the child prior to testing. Analysis of prior testing data showed large discrepancies in terms of diagnosis. These discrepancies have resulted in a dilemma for personnel involved in educational planning and parent counseling.

DOWNS' SYNDROME LONGITUDINAL STUDY

Jack Share
Gary Landman

The literature on Downs' syndrome (DS) was surveyed, including discussion of former as well as current practices. Descriptive group data were gathered on a longitudinal sample of 86 DS children seen over a 7 to 18 year period. There has been a shift over the past decade in both practices and attitudes towards DS, with a greater number of these children remaining in their homes, or in the community. Early predictions with the Gesell Developmental Schedules given when children were under 2 years of age were found to have significant relationships to later measures of intellectual, academic, and social functioning. A wide range of variation exists in the developmental, academic, and social skills of these children. Implications were drawn, including the recommendation that education must consider some of these DS children for programs other than the traditional TMR classes.

DEMONSTRATION AND EVALUATION OF AN INSERVICE PROGRAM FOR REGULAR CLASSROOM TEACHERS DESIGNED TO INCREASE UNDERSTANDING AND ACCEPTANCE OF EXCEPTIONAL CHILDREN

Michael M. Soloway
Frank M. Hewett

A proposed project called Train and Trade was designed to increase the regular classroom teachers' understanding of the academic and behavioral characteristics of the exceptional child. The project focused on two major components: the demonstration of a training program that utilized a didactic and practicum approach; the development of an experimental design to measure changes in regular teachers' attitudes towards their understanding of handicapped children and the analysis of data reflecting integration of handicapped children in the regular classroom. Thirty-seven regular teachers and other school personnel participated in the program. Results were reported on integration and indicated that 27% more handicapped children were being maintained full time in the regular classroom during the first seven weeks of the fall semester, 1972, in the experimental school, i.e. Train and Trade school. Data were not reported on teacher attitudes because of standardization problems related to the instrument being developed to measure such attitudes. The rationale for conducting such a training program was discussed.

DIFFERENTIAL PROGRESS RATES WITHIN AN EDUCATIONALLY HANDICAPPED POPULATION

Janet Switzer
Jill de Picciotto
Wilma Pearl

Two related studies were concerned with factors relevant to the prediction of academic progress rates in an educationally handicapped population. In the first study, the effort was directed toward ascertaining the relationship of various kinds of academic deficits (reading, spelling, and arithmetic) to overall I.Q. patterns (Verbal I.Q., Performance I.Q., and Full Scale I.Q.), as well as to clinically derived patterns: Verbal, Perceptual-Motor, and Anxiety-Attentional made up of three WISC subtests each. Information for this study was taken from the case records of 131 EH children, ages 9-12 years. Mild, moderate, and severe academic deficit groups were determined through rank ordering of deficit scores. Differences among groups on WISC pattern scores were generally significant. Clinical patterns were also significant. Implications of these findings reconfirm the WISC as a valid predictive measure of academic achievement.

The second study developed from findings in phase I of the research, namely a low negative correlation between auditory memory and reading deficit. A sub-sample which included 72 males, chronological age 6.0 to 9.6, I.Q. 80 to 124 was selected. The mean reading deficit of the group was 9.0 months. Scores of the Auditory Sequential Memory (ASM) subtest of the ITPA, reading subtest of the WRAT, and chronological age of each subject at the time of the initial testing were recorded and statistically evaluated. A significant relationship was found between auditory memory and degree of reading deficit. Implications for educational practice were discussed.

DEVELOPMENT OF ASSESSMENT PROCEDURES FOR YOUNG MULTIHANDICAPPED CHILDREN

Annette Tessier
Rose-Marie Swallow
Marie Poulson
Glenda Gay

Basic to effective educational planning for multihandicapped children (MH) is the use of assessment procedures which provide functional behavioral data. The purpose of this study was two-fold: 1) to survey assessment techniques currently in use in various MH programs, 2) to develop experimental assessment procedures for young MH children. Results derived from 24 questionnaires returned from programs and professional leaders provided information of current program practices as well as direction for development of the experimental assessment instrument. The instrument was designed to obtain behavioral data in gross-motor performance, visual-motor development, language development, socialization, reinforcement preferences, and tactile receptiveness. Video-tape recording techniques (VTR) were utilized to record child performance. Final revision and validation of the instrument and procedures are in progress.

INSTRUCTIONAL MODELS FOR TEACHING DISADVANTAGED EDUCABLE MENTALLY RETARDED PUPILS

Alice Watkins

As a result of Senate Bill 33, passed in 1970, more than 13,000 educable mentally retarded children have been returned to regular class placements and labeled transitional EMR's. The immediate problem was to develop support programs for those children in order to facilitate successful "transition" from special class placement to regular classes. The primary focus of this study was to investigate various models for providing reading instruction to disadvantaged children enrolled in both transition programs and EMR classes. The models under study included: a traditional classroom reading instructional model; a one-to-one tutorial model; and a reading resource center model. Also investigated was the effectiveness of using programmed instructional materials with EMR pupils. Located at a predominately black junior high school in South Central Los Angeles, the project involved 110 children. Graduate students from CSULA, Department of Special Education, provided reading instruction to the various experimental groups. Analyses of the results suggested strongly that individualized reading instruction presents a viable approach to the successful remediation of reading disabilities among disadvantaged educable mentally retarded children.

Phase III 1972-1973

ASSESSING THE CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED STUDENTS RELATED TO SUCCESSFUL INTEGRATION INTO A REGULAR CLASS

Douglas J. Palmer
Frank M. Hewett

Integration of mildly retarded, emotionally disturbed and learning disabled children into regular class programs is one of the major concerns of special education. This study was designed to determine which, if any, of the demographic, IQ, educational, and teacher scored child rating data on educable mentally retarded (EMR) and educationally handicapped (EH) students are related to successful integration into a regular classroom. The 75 subjects in the sample included 20 EMR and 55 EH pupils who had participated in a special education integration program. The dependent variable in the study was the number of days a student was maintained on a full time basis in a regular class program during the following Fall school semester. The independent variables include teacher scored child rating data (two rating scales developed by the author), Ss' demographic data (age, sex, and ethnic identification), Ss' Full Scale IQ score, and Ss' educational data (achievement test scores, length of time in special education, and the Ss' diagnostic label, i.e. EMR or EH). For the EMR sample, it was found that none of the independent variables was independently related to successful integration into a regular classroom. For the EH sample, it was determined that: Special education teachers' prediction of students' readiness to participate in a regular class and sex of the student were significantly correlated with length of time students were maintained in a regular class. On the basis of findings from this study four recommendations for further research are proposed.

MEASUREMENT OF CHILDREN'S PERCEPTUAL STYLES: A METHODOLOGICAL STUDY

Barbara K. Keogh
Karen H. Tardo

This project is one in a series of studies designed to investigate individual differences in children's problem solving styles. The study was conducted to consider the reliability, validity, and feasibility of three techniques for assessment of Field-Independence-Dependence, an important aspect of children's problem solving strategies. In specific, this study was designed to assess the relationship between two portable rod and frame tests, to determine the reliability of each measure, to estimate the strength of relationship between performance on the three tests and available intelligence and achievement data. The sample consisted of the entire third grade in a predominantly Anglo, middle SES public school. (32 girls and 31 boys) Subjects were individually administered two portable rod and frame tests, the Man-in-a-Box Test (MBT) and the Nickel Portable Rod and Frame Test (NRFT); and the Children's Embedded Figures Test (CEFT). The techniques were found to be feasible and appropriate for primary grade children. It should be noted that although relationships between the two RFT measures were significantly high, the NRFT was found to have a higher test-retest reliability and to have a higher relationship to the external measure of perceptual organization (the Children's Embedded Figures Test) than did the MBT. Given its ease of administration, portability, and good reliability, this RFT is to be recommended for continued use in the investigation of perceptual styles of children.

SCREENING KINDERGARTEN CHILDREN FOR EARLY INTERVENTION THROUGH DIRECT OBSERVATION OF CLASSROOM BEHAVIOR

Steven R. Forness

While direct observation in the classroom can be cumbersome in both time and technique, there are several advantages to using this approach over traditional screening measures. The purpose of this study was to determine if children identified as "at risk" on the basis of their observable classroom behavior at the beginning of the kindergarten year. In such a case, classroom observation can be used as an effective, intervention--intervention designed to prevent school problems from becoming more serious. Subjects for the present study were 106 children in four kindergarten classes located in the same elementary school of a large metropolitan school district. Children were observed in their classrooms for a minimum of ten days at the beginning of the school year and for a similar amount of time in the second semester. A time sampling technique was used such that children were observed in succession at six second intervals for a total of one minute of observation per child per day. Behaviors were recorded in one of four categories under one of three possible responses to that behavior. When all observations were completed for each phase, teachers were asked to rate each child in three areas of classroom functioning. Although the observation data gathered were used en masse to answer larger research questions, data on individual children were extremely useful in predicting eventual school problems. While the relationship between observable behavior and academic progress has been fairly well established in older children, the present study extends this relationship downward, at least insofar as teacher evaluations of classroom adjustment, reading readiness, and peer relations can be said to comprise an appropriate measure of academic progress in kindergartners.

DEVELOPMENT OF TEACHER ASSESSMENT PROCEDURES FOR YOUNG MULTIHANDICAPPED CHILDREN: INTERIM REPORT

Annette Tessier
Rose-Marie Swallow
Marie Hanne Poulsen

As programs for infant and preschool multihandicapped children expand, the need for a variety of assessment techniques continues to be a top priority in program planning. To meet this need the present investigation developed and did preliminary field testing of an assessment system to be used in developmental evaluation of multihandicapped children. Work on this project over the past year has led to the realization of the importance of providing the classroom teacher with more than a list of sequential behaviors to review or check; this has guided the proposed plan for change in approach to the problem. This report describes the work of the past year which provided the rationale for revision of the present protocol. Utilizing the experimental protocol developed by this group of investigators and described in the 1971-1972 SERP report, the major objective was to pilot test the assessment instrument on a selected sample of young multihandicapped children in order to determine the appropriateness and practicality of the protocol items for use by teachers or other classroom personnel. The subjects for this present study were children selected from the UCLA Pre-Nursery School for Handicapped Children. There were two girls and four boys, ages 26 to 50 months. All subjects were assessed over a six-week period. A video-tape recording (VTR) procedure described in the 1972 report (Tessier, et al) was used as the medium for recording the behavioral responses of each child. The analysis of videotapes was done by four raters, working independently. The raters were the three principal investigators and a teacher of the multihandicapped. In addition, all protocol items were re-evaluated through group analysis of discussion. Revisions of the experimental protocol were planned based on results of the present study.

FUNCTIONAL ANALYSIS OF WISC PERFORMANCE OF CHILDREN CLASSIFIED EH OR EMR

Barbara K. Keogh
Robert J. Hall

This study was designed to investigate patterns of intelligence test performance of public school children classified educable mentally retarded (EMR) or educationally handicapped (EH). The test under consideration was the Wechsler Intelligence Scale for Children (WISC). Major questions had to do with the usefulness of a WISC subtest analysis for educational diagnosis of children in special education programs. The sample was drawn from case reports of an urban California unified school district. WISC protocols for 240 children (157 EH and 83 EMR) were analyzed according to the three-factor process analysis proposed by H.A. Witkin in which WISC subtest scores are grouped according to Verbal-Comprehension, Attention-Concentration, and Analytical-Field-Approach factors. Sex differences were reflected in WISC subtest patterning for both EH and EMR subsamples. No significant differences among factor scores were found within EH or EMR female subsamples. Functional characteristics of children with severe school learning problems are varied, suggesting the importance of differentiated remedial strategies.

A FIELD STUDY OF AUDITORY-LINGUISTIC FACTORS IN THE COMPREHENSION OF AURALLY TAPED MATERIALS FOR HANDICAPPED CHILDREN

Rose Marie Swallow
Marie K. Poulsen

Because of the lack of sufficient information concerning the development of children's listening skills, this project was designed to make probes into listening behaviors of school children. A Listening Skills Assessment Kit was developed to make probes into and about listening skills or abilities of exceptional children. A data bank of relevant information is being accrued from this and other studies. The Master Tape Library Data Bank currently consists of records of 168 students from selected special education classrooms throughout California. Pupils range in age from 7 to 16 years. Sixty-six were from classes for educationally handicapped, 91 from visually handicapped classes, and 11 from educable mentally retarded classes. Assessment tasks for each of twelve (12) auditory-linguistic functions were placed on individual cassettes. The tasks were put on tape in order to correspond with the auditory-linguistic demands may be recorded materials available through the State Department of Education, Clearinghouse Depository for Physically Handicapped, Master Tape Library, Compressed Speech, and Aural Media Center, Sacramento, California. Though the main purpose of the project was to set up a Listening Skills Assessment Kit, a data-gathering procedure for the Master Tape Library was incorporated as a part of the field testing of the kit.

ASSESSMENT AND EDUCATIONAL PLANNING FOR MH AND SENSORY IMPAIRED CHILDREN

Janice Laine

Basic to effective educational planning for hearing-impaired children is the use of language assessment procedures which provide the teacher with relevant information regarding an individual child's level of language development. The purpose of this study was threefold: (1) To conduct a literature review and a state and national survey of assessment techniques currently in use in various programs for the deaf and hard of hearing, (2) to secure existing language tests and evaluate them in terms of applicability to a hearing-impaired population, and (3) development of language assessment procedures for hearing-impaired children which can be used by his teacher in planning his language curriculum. Results of the state and national survey of programs provided information of current program practices as well as directions for the development of the language assessment instrument. The System Fore Language Sequences has been accepted as a basis for the development of the adapted instrument for the deaf. The instrument consists of the following parts: (1) developmental language sequences, (2) informal inventories (test items), (3) administration manual, (4) recommendations for how the instrument can by keyed to instructional materials. The instrument is designed to obtain bahavioral data in receptive and expressive areas of language growth at the phonological, morphological, syntactic, and semantic levels. The language response modes of oral, signing, and fingerspelling are being tested. Individual interviews are being utilized to report the child's performance. Further research is required for revision and validation of the instrument and procedure. For Phase 1, thus it was determined that only the first four age levels of the instrument for ages three through eight would be prepared. Pilot testing has been conducted with 35 hearing-impaired subjects to determine the applicability of several methods for collecting and analyzing language samples. Following is a summary of the study to date: Methods of studying the language development and communication skills of the deaf and hard of hearing have been examined. Available language assessment procedures which focus on the measurement of language competence and performance of normal and exceptional language learners have been surveyed. The effect of a single picture vs. a picture sequence interview format on the total amount of language emitted by hearing-impaired children has been evaluated in a pilot study.

A LANGUAGE BEHAVIOR RATING SCALE FOR YOUNG MULTIHANDICAPPED CHILDREN

Glenda I. Gay

A Language Behavior Rating Scale was developed to provide a technique which could be administed and interpreted by classroom teachers in assessing the receptive and expressive language of young multihandicapped children. Thirty-four items were selected from standardized language scales and ordered in a sequence roughly corresponding to the order in which the language behaviors they test for occur in the development of "normal" children. Scale items consist of structured tasks designed to elicit responses from the child. Items were developed to be presented in several different ways depending on the nature of the handicaps of the child being tested. The Language Behavior Rating Scale (LBRS) was administered to 36 children identified as multihandicapped under the California State Department of Education criteria whose language development, as described by their teachers, did not exceed expressive language at the two-word combination level. Subjects' ages ranged from three to nine years. Twelve subjects were enrolled in classes for the Deaf-Blind and 24 were enrolled in classes for Other Multihandicapped. The LBRS was administed to all subjects in order, beginning with Item 1. The researcher was video taped during the testing of six children, and tapes were scored by independent raters for a check of interrater reliability. The Language Behavior Raging Scale is an instrument which can be used effectively by classroom teachers. The LBRS provided a descriptive profile of both receptive and expressive aspects of the language of young multihandicapped children, although in its present form it appears to be more appropriate for students classified Other Multihandicapped rather than Deaf-Blind. The scale was found to be reliable, as demonstrated by its successful use by other raters and by the retesting of selected subjects. It was concluded that the Language Behavior Rating Scale is an instrument the teacher may use for initial assessment of the language abilities of young multihandicapped children to provide a basis for intervention.

REGULATION OF CONCEPTUAL TEMPO IN EDUCATIONALLY "HIGH RISK" CHILDREN

Laurence D. Becker

The purpose of this investigation was to examine a possible dimension of educational high risk in kindergarten children--regulation of conceptual tempo. Behavioral observation and teacher rating data were used to select two groups of kindergarten children, high risk and low risk. Two major hypotheses were investigated. First, it was hypothesized that as a group, educationally high risk children would be more impulsive than low risk children. Second, it was hypothesized that educationally high risk children would be less able than low risk children to regulate their response tempo on a variety of tasks that require such regulation. Selection of the sample was based, in part, on data collected by Steven R. Forness, Ed.D. in a project entitled "Screening Kindergarten Children for Early Intervention Through Direct Observation of Classroom Behavior" (SERP 1973-A-3). Behavior observations and teachers' ratings of four classrooms of kindergarten children (N=106) in a lower-middle class Los Angeles City School District elementary school were the basis for selecting 30 high risk and 30 low risk kindergarten children. The two groups were compared on the following measures: Matching Familiar Figures Test, to assess conceptual tempo--reflection or impulsivity; simple motor task (lever press), to assess motor response rate; and, five tasks which tested a child's ability to regulate tempo in situations with varying levels of task complexity (two tasks) and in situations where the task was restructured verbally with different sets of instructions (three tasks). Differences between groups in tempo, as well as in ability to regulate tempo, as well as in ability to regulate tempo, were analyzed. Data from the present

study establish regulation of conceptual tempo as a possible dimension of educational high risk and provide tentative support for the hypothesis that high risk children have greater difficulty regulating tempo than do low risk children. Present data support the use of behavior observations and teachers' ratings as the basis for predictions about individual children.

SCHOOL PSYCHOLOGISTS' SERVICES TO SPECIAL EDUCATION CHILDREN IN CALIFORNIA: REVIEW AND RECOMMENDATIONS

Barbara K. Keogh
Laurence D. Becker
Robert J. McLoughlin
Stevan Kukic
Maurine Kukic

This study was conducted to provide a comprehensive review of school psychologists' services in California public schools, with particular emphasis on the nature of their participation in programs for children categorized Educationally Handicapped (EH) or Educable Mentally Retarded (EMR). The study was designed to identify areas of strength and weakness in school psychological services and to determine congruence between school psychologists' services and program needs. Fifty-eight school psychologists from ten representative school districts throughout the state were interviewed in order to gain information as to the functional or operational aspects of their roles in EH and EMR programs. School districts were selected on the basis of size, school district organization, community SES, and ethnic composition. A forty-five minute interview was conducted with each school psychologist, in his own school district. Based on the data as a whole, a number of generalizations have been drawn. There is, of course, no single prototype of a school psychologist. The generalizations represent majority findings.

DELIVERY OF SPECIAL EDUCATION SERVICES TO CHILDREN IN RURAL AREAS IN CALIFORNIA

Barbara K. Keogh
Martha A. Lyon
Laurence D. Becker
Maurine B. Kukic
Stevan J. Kukic

This study was designed to provide information about delivery of special education services to handicapped children in rural areas of California. Major focus of the study was on programs for Educationally Handicapped (EH) and Educable Mentally Retarded (EMR) pupils, although matters relevant to other exceptionalities were considered. A Statewide sample of public school districts was drawn to meet sample parameters of administrative organizations (unified non-unified); size (average daily attendance of less than 900 or 900-200); and degree of "ruralness" (isolated, semi-isolated I, semi-isolated II, and rural/urban). The sampling design identified 24 rural districts and allowed collection of data from 24 administrators, 52 teachers, 12 school psychologists, and six school related professionals. Within each district interviews were conducted with available personnel. Findings were organized to answer questions regarding program administration, classroom instruction, identification and placement procedures, evaluation and followup, program strengths and program problems, and availability and usefulness of support personnel. Analyses were made separately for each professional group. Based on summaries of information and opinions from administrators teachers, school psychologists, and ancillary school personnel, a number of recommendations have been drawn.

TEACHERS' PERCEPTIONS OF EDUCATIONALLY HIGH RISK PUPILS: II

Barbara K. Keogh
Adele S. Windeguth

The first phase of this project (Keogh & Tchir) was a study aimed at investigation of teachers' perceptions of high risk children in an Anglo, middle socio-economic status (SES) area. The present study was directed at identifying teachers' perceptions of high risk pupils in lower SES schools. Combination of information from the two studies allows some generalizations about the kinds of pupil behaviors which alert classroom teachers to conditions of special educational needs. Twenty-six kindergarten, first, and second grade teachers participated in the second phase of the study; all were female, 22 were Black. Teachers' perceptions of potentially Educationally Handicapped (EH) and Educable Mentally Retarded (EMR) children were gathered through a structured interview technique as in the first study of middle SES schools. Major findings were: (1) Teachers of low SES children were in general in agreement with teachers of middle SES children regarding perceptions of EH and EMR pupils, with EH pupils seen primarily in terms of behavior-personality problems and EMR children in terms of learning or achievement problems. (2) Differences between EH and EMR characteristics were not as clear-cut in the lower as in the middle SES groups. (3) Teachers in middle SES schools were in more agreement with each other as to high risk indicators than were teachers in lower SES district schools. It may be concluded from data in both phases of the study that there is consensus among teachers as to perceptions of high risk characteristics of kindergarten and primary grade children. On the basis of Phase I and Phase II, three major recommendations are proposed: (1) Successful completion of at least two classes in the psychology and education of exceptional children be required as part of the preparation for a regular teaching credential. (2) School districts develop plans for systematic inclusion of classroom teachers' input into programs of screening for educationally high risk pupils. (3) School districts broaden and expand in-service training programs for regular class teachers.

UCLA GRADUATE RESEARCH ON THE GIFTED AND THEIR EDUCATION

May V. Seagoe
Barbara N. Mills

Graduate research in education is intimately related to critical, practical issues in the schools, yet because of limited circulation, research findings are relatively inaccessible to educators in the field. This compilation represents an effort to bridge the gap between theoretical issues and practical application in the education of gifted pupils. It is based on a series of studies on education of the gifted done in the Graduate School of Education at UCLA during the last fifteen years. Thirteen graduate dissertations and theses on the gifted were then collated, and wherever there was consensus, an attempt was made to fill out and clarify the nature of the issued involved. Fundamentally, those issues mentioned by three or more authors formed the basis for a final section, "Issues in the Education of the Gifted." Five issues which emerged are organized around five recurring groups of suggestions: 1) Identification, 2) Early childhood education, 3) Self concept, 4) Sex role, and 5) Administration and teacher education.

PHASE IV 1973-1974

SPECIAL EDUCATION IN RURAL AREAS OF CALIFORNIA

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This project was focused on special education programs in rural areas of California, the overall purpose to provide information which could serve as the basis for recommendations for improvement in delivery of services to exceptional children in these areas. The present project involved two major components: an in-depth field study of special education in six rural public school districts; and, a conference for rural special educators held on the UCLA campus. Data collected from over 50 school districts contacted throughout the State during the course of the two major studies has revealed the scope and diversity of problems in providing comprehensive educational services to regular and special pupils in rural areas. Data from the present project also allow some generalizations about current problems and inadequacies. Overall, recommendations are directed at overcoming problems of isolation and lack of communication, and involve coordination of the fragmented and sometimes duplicated or missing services provided exceptional children and their families in rural areas.

INSERVICE TRAINING FOR PERSONNEL SERVING EXCEPTIONAL CHILDREN

Ann M. McGinty
Barbara K. Keogh

This report contains a summary of Phase I of a two year project directed at study of inservice training of personnel involved in education of exceptional pupils. The overall goal is to develop a comprehensive framework for implementation of inservice training programs, taking into account techniques for assessment of needs, options for delivery of training, and reasonable and effective techniques for program evaluation. The present report is based on a comprehensive search of the professional literature relevant to inservice training in special educaton. It is in essence a "state of the art" report, including a rationale for the importance of increasing inservice training efforts for a broad range of public school personnel; determination of questions related to training needs, content, and evaluation; and, review of current delivery models on state and national levels. An extensive but selective bibliography of inservice literature is attached. Descriptions of projects, found in the text of the report, along with complete citation in the reference list, may serve as a useful source of information for those in the process of planning and implementing inservice training programs related to exceptional children.

A REVIEW OF TRANSITION PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS

Barbara K. Keogh
Marc L. Levitt
George Robson
Kenyon S. Chan

This review of transition programs in California public schools was based on information supplied by administrators responsible for program operation in their districts. Administrators in ten selected school districts provided detailed descriptions of their programs, and administrators in 156 districts supplied information through a mailed questionnaire. The sample included high Anglo, high Black, and high Spanish surname districts, as well as districts ranging from very small to super size. Districts represent the State geographically, and include both rural and urban schools. For the most part, data from the interview and questionnaires were consistent, although some differences were noted. On the basis of findings in this report, it is clear that extensive work is needed in at least three major areas. 1) Preparation of regular school personnel to deal effectively with children with particular exceptionalities. 2) Investigation of options within the regular program to ensure appropriateness of educational techniques and content for particular children or groups of children. 3) Development of comprehensive, feasible, and usable systems for evaluation of program outcomes

HISTORICAL AND LEGISLATIVE ANTECEDENTS OF DECERTIFICATION AND TRANSITION PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS

Barbara K. Keogh
Marc L. Levitt
George Robson

The present report is a review of legislation directly relevant to reclassification and transition programs, enacted during the period 1970-1974. The California State Legislature was concerned primarily with two major aspects of the problem. The first had to do essentially with identification, selection, and placement practices, the second with supplementary educational (i.e. transition) programs for pupils returning to regular education programs. Considerable attention of the State Legislature was directed at aspects of identification, placement, and funding of educational programs for pupils formerly or potentially within the traditionally defined educable mentally retarded classification. Legislative action led directly to changed educational status for many California pupils and to implementation of a wide variety of programs to serve them. It is now the obligation of the professional educational community to determine and evaluate the effectiveness of these programs in order to make some decisions about future programming.

EARLY IDENTIFICATION OF EXCEPTIONAL CHILDREN FOR EDUCATIONAL PROGRAMMING

Barbara K. Keogh
Robert J. Hall
Laurence D. Becker

This study was designed and carried out as part of a larger research effort directed at early identification of educationally high risk and high potential children. The project was focused specifically on determining behavioral and learning characteristics of kindergarten children identified as high risk and non-risk for school programs; and, on determining the validity of these characteristics as predictors of first grade success or failure. Kindergarten behavioral data, collected from classroom observations and teachers' ratings, were used to identify pupils as risk or non-risk. Late in the kindergarten year each child was individually administered a series of tasks which tapped perceptual, perceptual-motor, language, and cognitive abilities. At the end of the first grade, achievement data and teachers' ratings were collected for each pupil still in the same school. The design of the study, thus, allowed consideration of the accuracy of the kindergarten measures for prediction of performance in the first grade. Sixty children were selected from four kindergarten classrooms in a city school located in a middle to low socio-economic status neighborhood. Children were selected on the basis of behavior observations and teachers' ratings. The risk sample was made up of those children with the lowest teachers' ratings in October and February who also demonstrated the poorest classroom behavior according to behavior observations. Non-risk subjects were randomly selected from the remaining group of pupils, i.e., those not identified as at risk. There were 38 boys and 22 girls in the final sample, the risk sample having a larger number of boys than girls (26 versus four). Both groups were of similar ethnic composition (approximately 10% Black, 40% Spanish surname, and 50% Anglo), of similar chronological age (N=71.4 months, 71.6 months, SD=3.5 and 2.9 for the risk and non-risk groups respectively). None of the subjects had known physical or sensory disabilities. Systematic observations of pupils' behavior and teachers' ratings of pupils' performance were found to be accurate techniques for identification of kindergarten pupils "at risk" for success in first grade. Achievement measures at the end of first grade significantly favored non-risk over risk samples. Findings in the present study demonstrate clearly the many dimensions of educational risk and the complexity of identification of pupils as "at risk." Pupils' abilities and behaviors are viewed somewhat differently in different educational settings, thus, both the child and the program must be considered. Follow-up of pupils in this project may shed light on the nature of the pupil-program interaction, leading to appropriate intervention efforts.

EARLY IDENTIFICATION OF HIGH RISK AND HIGH POTENTIAL KINDERGARTEN CHILDREN

Barbara K. Keogh
Melinda W. Sbordone

This study was designed to investigate questions of early identification of children at risk for school programs and to consider techniques for early recognition of high potential children. Subjects for the study were selected randomly from all 18 kindergarten classes in five elementary schools in the West Los Angeles area, each class represented by six girls and six boys. The project was implemented in several phases, the first involved determination of characteristics of sample pupils, the second focused on description of the instructional program, the third concerned questions of educational risk or high potential. Pupil characteristics were assessed early in the fall and again in late spring of the pupils' kindergarten year. Assessment data included teachers' ratings and children's performance on a series of learning tasks. The instructional program was assessed by classroom observations during the mid-year, observational data including the content and organization of the program, the pedagogical style employed by the teacher, and the nature of the social interaction. Teachers' ratings of children consistently favored girls, yet most of the learning tasks did not yield significant boy-girl differences. Based on the combined scores from all and spring measures, it was found that pupils in the school of the most advantaged socioeconomic area had the best scores on some of the learning tasks, and that they were rated significantly higher by their teachers than were pupils in less economically advantaged areas. A number of trends in the data support the interpretation that sample differences were largely due to differences in verbal facility of pupils. On the basis of findings in this project to date, the authors argue vigorously for screening programs which are multifaceted, which are ongoing over time, which tap a broad array of abilities, which allow frequent opportunity for confirmation or correction, and most importantly, which identify children's competencies which can be used as the basis for instructional planning.

SOCIAL AND PSYCHOLOGICAL FACTORS RELATED TO ACADEMIC PERFORMANCE

Kenyon S. Chan

This study was designed to investigate the influence of selected non-cognitive factors on the development of educational competencies in elementary school aged pupils. Contrasts in social perception and motivation were made according to socioeconomic status, sex, achievement performance, and race. Experimental hypotheses were developed based on the structure of the sample and the instruments employed. Seven elementary schools in a large, metropolitan, school district in California participated in the project. Because of the preliminary nature of this investigation and the importance of meeting socioeconomic requirements of the sample, schools were non-randomly sampled. The seven schools were chosen to represent three different socioeconomic income levels; low, low-medium, and medium. 410 children were included in the research sample. Three subsamples of children were organized for analysis. Each of these subsamples was divided by sex and divided by achievement, into achievers and non-achievers based on their grade equivalent score on the reading achievement portion of the CTBS, a standardized achievement test. All measurement devices used were administered to the entire sample of children. A measure of basic ability, four interrelated measures of school perceptions, and a measure of locus of control were employed. The results of the present investigation were interpreted as demonstrating the importance of socioeconomic status on school perception and locus of control by various racial, sex, and achievement groups. The present study provides evidence suggesting the need for examination of pupil characteristics other than the traditional assessment of the intellectural development of pupils in school. Special educators may well be concerned with the motivational set and social perceptions of pupils with school problems. Such considerations are important in both diagnosis and remedial programming.

DEVELOPMENT AND EVALUATION OF A SPECIAL EDUCATION INSERVICE TRAINING PROGRAM FOR REGULAR CLASSROOM TEACHERS

Michael M. Soloway

The purpose of this study was to measure the efficacy of the Train and Trade inservice training model by assessing its direct effect on the reaction, knowledge, and attitudes of regular classroom teachers in a school with a special education program that systematically integrated EMR and EH students into the regular classroom, and in a school using a traditional self-contained classroom approach without integration. The subjects in this study were divided into experimental and control groups. The experimental group consisted of 41 regular classroom teachers, female (40), male (1), ranging in teaching experience from one year to thirty-five years with the majority never having taken a formal course in special education during their educational careers. These teachers all teach in elementary schools within the Santa Monica Unified School District, and represent the total school population of teachers in their respective schools. The experimental groups was divided into two experimental conditions of regular classroom teachers who participated in the Train and Trade inservice training program and were compared with the control group, also divided into two control conditions of regular classroom teachers who had not received the in-service training. Both experimental condition 1 and control condition 1 included regular classroom teachers who had EMR and EH students in their classrooms on a part time basis. The regular classroom teachers in experimental condition 2 and control condition 2 had no EMR and EH students in their classrooms. The positive results associated with the Train and Trade program in changing regular teacher reactions and attitudes lend support to the effectiveness of special education in-service programs for regular classroom teachers and also corroborated the findings of other researchers.

CONSTRUCTION OF A LANGUAGE ASSESSMENT MEASURE FOR HEARING IMPAIRED CHILDREN

Janice E. Laine

In order to identify children who are suspected of having disorders in the development of their communication skills, the Comprehensive Language Asssessment Measure (CLAM) has been developed. The first phase of this instrument is designed to be used by teachers of seriously hearing-handicapped children. Thus, four major purposes will be served; 1) The instrument can be used to identify an approximate level of linguistic functioning and be useful in placing a child in an appropriate school program. 2) The instrument can be used by the teacher for diagnostic purposes in planning her language experience curriculum. 3) The instrument is useful in assessing language growth over time. 4) The instrument is used to determine the effectiveness of a particular type of language program. Every effort has been made to design an assessment instrument which is based on valid linguistic knowledge derived from (1) normal child language development literature and (2) the experitse of linguists, child language development specialists and teachers of the deaf. No other language assessment instrument taps both receptive and expressive language as measured by the three components in CLAM: a) Concept Formation. b) Grammatical Structure. c) Sound and Sign Features. CLAM has been designed as a teacher-administered instrument. It provides the teacher with diagnostic data from which to plan an individualized language training program. In the area of specific sound and sign features the test evaluates not only the child's ability to produce consonants on a developmental scale, but also tests sign features on a similar developmental scale. Sounds are broken down into features such as place and manner of articulation, while signs are broken down into the features of (a) hand configuration, (b) hand orientation, and (c) movement. To our knowledge this is the first attempt to formally assess these sign features developmentally.

SURVEY OF SELECTED INFANT AND PRESCHOOL SPECIAL EDUCATION PROGRAMS IN CALIFORNIA

Annette Tessier
M. Patricia Simmons

This study was designed to obtain descriptive data relative to the current status of a cross section of infant and preschool special education programs (0-6 years of age) in California, with particular reference to program organization, personnel characteristics and parent involvement and concern. A statewide representative sample of 73 early special education programs serving a wide range of exceptionalities was selected. In order to obtain information related to several dimensions of the program, three different questionnaires were developed: one for the program administrators, one for the classroom teachers, and one for parents. The packet of questionnaires was sent to the program's administrator who distributed both the teacher and parent questionnaires to willing participants. Findings were organized in order to answer major questions having to do with program organization and implementation, characteristics of program personnel, teacher training needs, nature and extent of parent involvement, and finally, recommendations from program personnel and parents for future planning in early special education. On the basis of the initial results of this present survey, a number of recommendations for program improvement have been formulated. Further recommendations will follow more extensive analysis of data.

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School Administrators' Views of Inservice Training for Transiton Program Personnel

Rachel M. Boyd

Eventual School Placement of Kindergartners Observed as High Risk in the Cla[illegible]

Steven R. Forness
Robert J. Hall

Remedial Physical Education Programs in California, 1973 - 74

Jack F. Keogh
Jim Stiehl
Lorrie Gordon

Teacher Priorities of Physical Education Needs

Jack F. Keogh
Jim Stiehl
Lorrie Gordon
David E. Hablewitz

Attitudes of Elementary and Secondary Remedial and Non-Remedial Students Toward Physical Education

Janet A. Seaman
Julie R. Hadden

Use of the Bender Gestalt Test for Functional Assessment of Children with Learning Problems

Barbara K. Keogh
Laurence D. Becker

Attentional Characteristics of Children with Educational Problems: A Functional Analysis

Barbara K. Keogh
Judith S. Margolis

Early Identification of Educationally High Risk and High Potential First Grade Children

Melinda W. Sbordone
Barbara K. Keogh

Followup of Kindergarten High Risk Pupils in the Primary Grades

Barbara K. Keogh
Robert J. Hall
Laurence D. Becker

Needs Assessment for Inservice Training: A First Step for Mainstreaming Exceptional Children into Regular Education

Ann M. McGinty
Barbara K. Keogh

Followup Study of Transition Pupils in Regular Education Programs

Marc L. Levitt
Barbara K. Keogh
Robert J. Hall

A Study of Junior High School Transition Pupils

Alice V. Watkins

Teacher Attitudes Toward Mainstreaming: A Preliminary Report

Philip C. Watson
Frank M. Hewett

Parents' Perceptions of Learning Disabilities and the Helping Professional

Abraham Ariel

Comprehensive Language Assessment Measure for Hearing Impaired Children

Janice E. Laine

Assessment of Multihandicapped Pupils for Educational Programming

Annette Tessier
Rose-Marie Swallow
Marie K. Poulson
Judith Blase

Performance on a Reaction Time Task by Educationally High Risk and Non-Risk Children

Patricia R. Boyle
Antoinette Krupski

Mathematical Proficiency, Mathematical Creativity, Verbal Aptitude, and Individual Differences in Problem Solving Styles

Liberato V. Salandanan

UCLA - CSULA: Five Years of Research in Special Education

Barbara K. Keogh
Stevan J. Kukic
Melinda W. Sbordone

Appendix B

Selected Publications, Presentations,
Theses, Dissertations, and Grants
Derived from Participation in the
UCLA - CSULA Research Program

PUBLICATIONS

Becker, L.D., Conceptual tempo and the early detection of learning problems. Journal of Learning Disabilities, 1975, in press.

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PRESENTATIONS

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Margolis, J.S., (Principal Investigator) Effects of teacher-pupil interaction on classroom attention. Research Project for Los Angeles Unified School District, 1975-1976.

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